

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NDGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 MAR 29 PM 2:06 Document Control Center Grants Administration </div>
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Colorado Independent School District	168-901		
Vendor ID #	ESC Region #	DUNS #	
1-756000757-1	14	100074285	
Mailing address		City	State ZIP Code
534 East 11 th Street		Colorado City	TX 79512

Primary Contact

First name	M.I.	Last name	Title
Reggy		Spencer	Superintendent
Telephone #	Email address		FAX #
325-728-1010	rspencer@ccity.esc14.net		325-728-1015

Secondary Contact

First name	M.I.	Last name	Title
Denise		Farmer	Assistant Superintendent
Telephone #	Email address		FAX #
325-728-1009	dfarmer@ccity.esc14.net		325-728-1015

Part 2: Certification and Incorporation

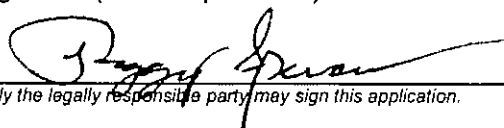
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Reggy		Spencer	Superintendent
Telephone #	Email address		FAX #
325-728-1010	rspencer@ccity.esc14.net		325-728-1015

Signature (blue ink preferred)

Date signed



Only the legally responsible party may sign this application.

701-16-102-044

Schedule #1—General Information (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

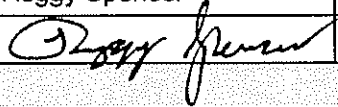
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	168-901 Colorado ISD	Reggy Spencer 	325-728-1010 rspencer@ccity.esc14.net	\$303,468
Member Districts				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

With the assistance of \$303,468 in 21st CCLC funds in year one, Colorado City ISD will provide structured 21st CCLC afterschool programming for students in in grades K-8 attending Colorado Elementary School and Colorado Middle School. All activities will be held at the Colorado City PreK – 8 Facility. The program is desperately needed in our resource-poor small community, which saw its **last daycare facility close late last year**, leaving parents with no options to provide their children with safe, structured care during the afterschool hours. Sadly, many of these children have become 'latchkey children,' left home alone to fend for themselves during the afterschool hours. Not surprisingly, many of our students—particularly those coming from socioeconomically disadvantaged homes—are struggling academically.

To address this critical need, our afterschool program will allow approximately 200 at-risk children each year to receive the targeted academic support and intervention they need to succeed academically and opportunities to participate in healthy, fun, engaging, supervised enrichment activities. Programming will be held for 2.5 hours per day Monday through Friday for 35 weeks during the school year and four days a week for six weeks during the summer months. Our 21st CCLC initiative also qualifies for the **collaboration Priority Points** in that the District is partnering with a community-based organization to carry out the 21st CCLC programming. Specifically, to assist in planning and implementing our 21st CCLC initiative, Colorado ISD has enlisted the support of the Lions Club (a local community-based organization), the Wallace Senior Citizens Center and Colorado City. Letters of support and commitment are attached. The Lions Club and Senior Citizens Center will serve as sources of adult volunteers (including senior citizens) to facilitate enrichment activities such as arts and crafts projects, story telling, reading groups, physical activities and more. All volunteers must complete a satisfactory background check (including fingerprinting) and must attend a mandatory two-hour safety and orientation training session. Project partners will also assist in promoting the 21st CCLC initiative to the community and engaging/leveraging additional community resources wherever possible. Our program also qualifies for the **Sustainability Priority Points** in that a letter expressing School Board commitment to sustaining the initiative is included in the appendices.

To reinforce learning in core academic subjects, students will have daily opportunities to engage in one-on-one and small group (no more than six children per group) tutoring and homework assistance sessions that will address weaknesses in core academic subjects as identified by standardized assessments, teachers' notes and parental input. These activities will reinforce school-day curriculum. Groups of students will be arranged according to areas of need based on assessment results from school-day curriculum. Tutoring and homework assistance will focus on core academic areas of Reading, Writing and Mathematics. Students who continue to struggle after participating in small group tutoring will be targeted for one-on-one tutoring and/or homework assistance. Our youngest learners (Grades K-4) will benefit from participating in activities that improve literacy/reading skills and support positive youth development. For all students, Individual Education Plans and the ongoing assessment of data will support monitoring student progress while allowing educators to make adjustments as necessary. Daily programming will also include a rich array of engaging and fun enrichment activities, all of which are designed to support positive youth development outcomes.

The program will also provide bi-monthly activities to improve family literacy and quarterly family events to encourage parental involvement in their children's education. Family-focused events will also provide students' opportunities to demonstrate what they have learned through the 21st CCLC afterschool program to their parents, families, friends and the community. These events will also feature speakers and activities that encourage families to learn and grow together. All 21st CCLC program activities have been selected based on their ability to address the identified academic, social and enrichment needs of the targeted students and their parents.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To meet the needs of the community, programming will be offered on a **reliable, daily schedule** – providing a safe and supervised place for children to be during the critical after school hours when parents are still working and children are typically alone. The program will be **academically focused to support scholastic growth** – a crucial element for our learners struggling to meet proficiency. Aligned to classroom learning, but delivered in the after school setting, activities will feature **authentic, hands-on learning** and ongoing opportunities for **horizon-widening enrichment** – programs that are simply not offered in our small, rural community. Further, the program will bring a **Family Engagement Specialist** to our community – a desperately needed resource. The FES will work directly with our high-need families – who struggle to overcome under-education and extreme poverty – providing them the support and direction they need to promote increased academic and social outcomes for their children at home.

The goals of our 21st CCLC initiative are to demonstrably and sustainably improve the academic and behavioral outcomes of targeted students while also supporting family literacy and increased family involvement in their children's education. Measurable objectives include: increased performance on standardized academic assessments; reductions in behavioral incidents; improved attendance rates; and increased involvement in their children's education among parents or guardians.

The need for this program cannot be overstated. Colorado City is plagued by issues including pervasive poverty, high unemployment, an almost complete lack of community resources, low educational attainment among adults, and a complete lack of afterschool programming and structured care for children during the afternoon out-of-school hours. As noted, the very last daycare center in the Colorado City closed its doors last year, leaving our parents with no options to provide their children with structured, supervised programming during the afterschool hours. At a cost of just \$784.84 per student, 21st CCLC funds will have a lasting return on investment for our community.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 168-901	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$198,498	\$7,000	\$205,498
Schedule #8	Professional and Contracted Services (6200)	6200	\$59,000	\$3,000	\$62,000
Schedule #9	Supplies and Materials (6300)	6300	\$29,970	\$	\$29,970
Schedule #10	Other Operating Costs (6400)	6400	\$6,000	\$	\$6,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$293,468	\$10,000	\$303,468
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$293,468	\$10,000	\$303,468
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$303,468
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$15,173
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 168-901			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
				Grant Amount Budgeted
Academic/Instructional				
1	Teacher		2	\$43,950
2	Educational aide		2	\$12,560
3	Tutor			\$
Program Management and Administration				
4	Project director (required)		1	\$40,000
5	Site coordinator (required)		1	\$31,000
6	Family engagement specialist (required)		1	\$15,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Bus Driver		2	\$16,000
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$158,510
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$1,500
24	6119	Professional staff extra-duty pay		\$6,000
25	6121	Support staff extra-duty pay		\$3,000
26	6140	Employee benefits		\$36,488
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$46,988
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$205,498

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 168-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluator – contractual third-party evaluator	\$3,000
2	Data Collection Specialist – contractual position	\$30,000
3	Professional development – contracted	\$29,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$62,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$62,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: By TEA staff person:
---	---

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 168-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$29,970
Grand total:		\$29,970

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 168-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$6,000
Grand total:		\$6,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1029	
Category	Number	Percentage	Category	Percentage
African American	87	8.5%	Attendance rate	95.9%
Hispanic	533	51.8%	Annual dropout rate (Gr 9-12)	0.7%
White	384	37.3%	Students taking the ACT and/or SAT	45.3%
Asian	8	0.8%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	678	69%	Average ACT score (number value, not a percentage)	19.8
Limited English proficient (LEP)	21	2.0%	Students classified as "at risk" per Texas Education Code §29.081(d)	62%
Disciplinary placements	11	1.0%		

Comments

Information taken from TAPR for 14-15 school year for Colorado ISD, economically disadvantaged rate taken from current data on March 23, 2016.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	1.1%	No degree	0	0%
Hispanic	16	18.3%	Bachelor's degree	76.8	87.9%
White	66.8	76.5%	Master's degree	10.5	12.1%
Asian	0.8	0.9%	Doctorate	0	0%
1-5 years exp.	24.9	28.5%	Avg. salary, 1-5 years exp.	\$33,036	N/A
6-10 years exp.	12.7	14.6%	Avg. salary, 6-10 years exp.	\$38,376	N/A
11-20 years exp.	19.3	22.1%	Avg. salary, 11-20 years exp.	\$45,234	N/A
Over 20 years exp.	21.3	24.5%	Avg. salary, over 20 years exp.	\$50,276	N/A

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	15	15	20	30	30	30	20	20	20	0	0	0	0	200
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	15	15	20	30	30	30	20	20	20	0	0	0	0	200

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Colorado Independent School District (ISD) serves the small, rural community of Colorado City, Texas. The City has a population of just 4,125. Our proposed 21st CCLC program will serve approximately 200 students attending Colorado Elementary (K-4) and Colorado Middle School (grades 5-8) and is based on needs identified through a comprehensive assessment process, which began in late 2015 and was completed in February 2016. The assessment was facilitated by Colorado ISD Superintendent Reggy Spencer and was carried out by his staff. The process involved gathering input from teachers, administrators, parents and students. Information was collected across 10 components including: academic needs; teacher/staff needs; student attendance; student transience; student suspensions; dropout/graduation rates; parental perceptions; at-risk factors among students; curriculum; and student health/safety. Information was collected via standardized test results, School Accountability Reports; formal and informal surveys; attendance & disciplinary records; and school records. Assessment also included a survey of **teachers and parents**. To identify specific gaps, quantitative data (e.g., attendance, academic performance, etc.) was analyzed in comparison to Texas benchmarks. Needs were prioritized based on quantitative analysis (e.g., higher performance gaps equate to higher priority needs) supported by qualitative stakeholder input (e.g., measuring perceptions of need severity). Alignment to Campus Improvement Plans was also a factor in prioritizing needs. The resulting document included: a comprehensive Needs Assessment; an Asset Map (which identified available resources) and a Resource Gaps Analysis (which identified gaps in resources necessary to address the needs outlined in the Needs Assessment). District leadership used the information obtained from the assessment to identify and prioritize the following key needs that will be addressed through this project.

1. Structured programming need: There is a complete lack of safe, structured, supervised afterschool programming for youth in Colorado City. Within the last six months, **the last remaining daycare center in Colorado City closed its doors**, leaving parents scrambling to find safe, supervised care for their children during the afterschool hours. Even more troubling is the fact that many of our students are home alone and unsupervised during the afterschool hours. The nearest city with a Boys & Girls Club or similar structured program is more than a one-hour drive away. High poverty among the majority of our students (Colorado ISD is a district-wide Title I district and 69% of students are economically disadvantaged) prevents most of our parents from being able to afford private care. Consequently, because there are no structured, supervised activities in which students can participate during the afterschool hours, many of our children are home alone, unsupervised during the afternoon hours. A 2015 study conducted by the New York University Child Study Center found that the afterschool hours are the most dangerous time for youth to be unsupervised that that 51% of latchkey (the term used to describe children left home alone during the afterschool hours) children are doing poorly in school. Most teachers believe that being alone at home is the number one cause of school failure.

2. Academic need: Students attending the targeted schools are struggling academically in comparison to their peers across the rest of Texas. For instance, across the targeted schools, just 26% of students met the STAAR Percent at Postsecondary Readiness Standard for two or more subjects (compared to 41% statewide). Likewise, just 27% of students met the Mathematics standard (compared to 39% of students statewide) and just 30% met the Reading standard (compared to 35% of students statewide).

3. Enrichment need: As a small, high-poverty, resource-poor community, Colorado City families do not have access to the rich variety of cultural resources available to residents of larger communities. As noted, the nearest city with a population of 50,000+ is more than an hour's drive away, meaning that our families do not have access to museums, cultural programs or organizations that offer programming that supports positive youth development.

4. Family programming need: As a small, resource-starved community, Colorado City is not able to offer programming to help families support their children's education. Many of our parents indicate that they **want** to support their children's education, but they just don't know **how** to do it in a manner that will be most beneficial. And with less than 3 out of 4 adults having a high school diploma, our parents are in dire need of targeted, structured support.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a complete lack of safe, structured, supervised afterschool programming for youth in Colorado City. Within the last six months, the last remaining daycare center in Colorado City closed its doors , leaving parents scrambling to find safe, supervised care for their children during the afterschool hours	For 2.5 hours a day (3 PM to 5:30 PM), 5 days a week, for 35 weeks during the school year (and for 4 hours a day, 4 days a week for 5 weeks during summer), targeted students will have access to structured, safe, supervised activities during the critical afterschool hours. Students will have daily exposure to targeted academic support, positive adult role models and a rich array of enrichment activities that support positive youth development.
2.	Students at the targeted schools are struggling academically in comparison to their peers across the rest of Texas. For instance, just 26% of students met the STAAR Percent at Postsecondary Readiness Standard for two or more subjects (compared to 41% statewide). Likewise, just 27% of students met the Mathematics standard (compared to 39% of students statewide) and just 30% met the Reading standard (compared to 35% of students statewide).	For up to 90 minutes daily, students will engage in one-on-one and small group tutoring and homework assistance sessions that will address weaknesses in core academic subjects as identified by standardized assessments, teachers' notes and parental input. These activities will reinforce school-day curriculum. Groups of students will be arranged according to areas of need based on assessment results from school-day curriculum. Tutoring and homework assistance will focus on core academic areas of Reading, English Language Arts and Mathematics.
3.	As a small, high-poverty, resource-poor community, Colorado City families do not have access to the rich variety of cultural resources available to residents of larger communities. As noted, the nearest city with a population of 50,000+ is more than an hour's drive away, meaning that our families do not have access to museums, cultural programs or organizations that offer programming that supports positive youth development.	For one hour each day students will engage in enrichment activities that are aligned to individual needs or interests, such as arts-based activities, music, dance, movement, organized games and physical activities, career investigation, virtual field trips, Service Learning and structured activities that support the development of self-responsibility, among others. All enrichment activities will provide positive social, cultural, recreational, interpersonal skills and experiences.
4.	As a small, resource-starved community, Colorado City is not able to offer programming to help families support their children's education. Many of our parents indicate that they want to support their children's education, but they just don't know how to do it in a manner that will be most beneficial. And with less than 3 out of 4 adults having a high school diploma, our parents are in dire need of targeted, structured support.	Once each quarter, Colorado City ISD will host a Family Night through which parents and children will participate in fun, engaging, educational and support activities, games and discussions. Parents will also have opportunities to learn about ways in which they can become involved in and support their children's education and will also learn how to access a variety of online help and support resources. In addition, we will host bi-monthly Family Literacy nights.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Degreed professional—educational experience with a strong focus on working with socioeconomically disadvantaged underperforming students; experience managing education-focused projects that involve multiple partners; strong background in grants management.
2.	Site Coordinator(s)	Certified teachers or degreed professional with experience working with socioeconomically disadvantaged underperforming students; strong emphasis on core academic subjects as well as STEM topics; willingness to make a minimum one-year commitment to the 21 st CCCL initiative.
3.	Family Engagement Specialist	A degreed professional with strong background in working with socioeconomically disadvantaged, underperforming students, with a particular focus on family engagement (e.g., communicating with families, encouraging parental involvement, encouraging parental attendance at school-based events, etc.).
4.	Evaluator	PhD-level researcher with extensive experience evaluating out-of-school programming for socioeconomically disadvantaged, underperforming students.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Annually, improve academic performance by 5% over previous year baseline	1. Structured small group and one-on-one tutoring	08/29/2016	08/31/2017
		2. Use individual learning plans to target interventions	08/29/2016	08/31/2017
		3. Use Evidence-based, self-paced electronic tools	08/29/2016	08/31/2017
		4. Host two family-focused events each year	08/29/2016	08/31/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Annually, improve attendance by 1% over previous year baseline	1. Structured small group and one-on-one tutoring	08/29/2016	08/31/2017
		2. Use individual learning plans to target interventions	08/29/2016	08/31/2017
		3. Use Evidence-based, self-paced electronic tools	08/29/2016	08/31/2017
		4. Host two family-focused events each year	08/29/2016	08/31/2017
		5. Enrichment/positive youth development activities	08/29/2016	08/31/2017
3.	Annually, reduce behavioral incidents by 3% over baseline	1. Structured small group and one-on-one tutoring	08/29/2016	08/31/2017
		2. Use individual learning plans to target interventions	08/29/2016	08/31/2017
		3. Use Evidence-based, self-paced electronic tools	08/29/2016	08/31/2017
		4. Host two family-focused events each year	08/29/2016	08/31/2017
		5. Enrichment/positive youth development activities	08/29/2016	08/31/2017
4.	Increase family involvement in children's education	1. Host two family-focused events each year	08/29/2016	08/31/2017
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: By TEA staff person:
---	---

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school campus has a Campus Advisory Committee (CAC) comprised of school leaders, teachers and parents. The CAC meets monthly and takes an active role in engaging teachers and parents/families. Another key role of the CACs is to monitor compliance, along with attainment of goals and objectives. A CAC sub-committee will serve as the advisory body of our 21st CCLC project. When reviewing performance feedback, should the CAC note any deficiencies or shortcomings, these issues are discussed and suggestions are provided for refining, strengthening and improving the program as appropriate. Once feedback is gathered, the CAC then develops an improvement plan to address any identified deficiencies. The plans include clearly defined roles and responsibilities, strategies and tasks, as well as timelines for completing each. Information about improvement plans is communicated to stakeholders via the school website, through regular email updates, during school-based events (e.g., back-to-school nights, parent-teacher conferences, etc.) and through monthly school newsletters. Improvement plan progress is then discussed during subsequent meetings, with the process repeated—therefore resulting in a process of continuous improvement. This approach reflects our strategy for our 21st CCLC initiative. Our evaluation plan includes multiple feedback loops to continuously gather student, teacher and administrator feedback for the purpose of reviewing assessment data (monthly) and using the information gathered to refine, strengthen and improve the program approach as appropriate. Performance feedback will be reviewed during regular weekly staff meetings among school-based project personnel and during monthly CAC meetings. The evaluator will also prepare quarterly progress reports (QPRs), which will be reviewed and discussed during weekly staff and monthly CAC meetings. Parents will be provided with progress updates during regularly-scheduled parent-teacher conferences held throughout the year and will be solicited for feedback via an annual Stakeholder Performance Survey. QPRs will also be posted online on the school website.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas 21st CCLC funds will provide the necessary startup funding to launch the Colorado ISD 21st CCLC initiative, after which the initiative will be sustained by the District and its community partners. Every aspect of our 21st CCLC program has been designed with sustainability in mind. For example, ongoing professional development and training will ensure that teachers are equipped with the skills they need to engage at-risk learners in rigorous curriculum for years to come. Moreover, all project partners will continue to provide the same levels of contribution beyond the grant-funded period. In addition, the District will continue to provide the same level of leveraged funding (e.g., Title I, Title II, etc.) and will ensure that all staff positions are funded beyond the grant period. Toward that end, we have developed a sustainability plan, which the Advisory Council will review and finalize within the first six months of funding. The plan includes strategies, timelines and action items targeting corporate sponsorship, sustained giving, grants, donations, in-kind contributions, and community volunteer support to supplement the ongoing contributions of the District and its partners. In addition, each year we will share the results of our 21st CCLC program with the community and local funding sources, demonstrating the positive impact the program has had on youth, in order to seek additional funding investments. A representative annual sustainability timeline is as follows: Year one, quarter one: finalize 21st CCLC sustainability budget and identify potential local, state and federal funding sources; Year one quarter two: finalize strategies, action items and timelines for approaching each identified source of funds; present Sustainability Plan to Advisory Council for review and comment; Year one quarter four: update Sustainability Plan and present to Advisory Council for review and comment; Year two: begin approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve; Year three: continue approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve; Year four: continue approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Improvements in academic performance as measured by performance on standard tests	1.	Annual 5% increase in STAAR Reading test over previous year baseline
		2.	Annual 5% increase in STAAR Math test over previous year baseline
		3.	
2.	Improvements in attendance as measured by reviews of attendance logs	1.	Annual 1% increase in attendance over previous year baseline
		2.	
		3.	
3.	Reduce behavioral incidents as measured by reviews of behavioral/discipline reports	1.	Annual 3% reduction in behavioral incidents over previous year baseline
		2.	
		3.	
4.	Increase parental involvement in their children's education as measured by annual survey	1.	Annually, at least 50% of families will report increased involvement
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Colorado ISD intends to work with a third-party evaluator and data collection specialist (DCS). The DCS will work with teachers and administrators to ensure ongoing collection of valid, reliable and relevant student- and program-level data. Program data to be collected will include (but is not limited to): daily attendance; demographic data; activities; standardized testing outcomes (21st CCLC programming); academic performance data (regular classroom); disciplinary and behavioral data; number of students served; length of participation; family event attendance; qualitative feedback (gathered through stakeholder surveys); and other data as determined by project leadership. The DCS will provide training on data collection strategies and timelines. All student-level data will be coded to ensure privacy. The evaluation plan will provide accurate and continually updated data so that stakeholders can better see where the project started, what is being accomplished, and what needs to change—if anything—in order to best meet the needs of students and achieve the mission and goals of the program. All 21st CCLC teachers will prepare reports summarizing the week's activities. The Principal and Program Director will meet with program staff weekly to review and discuss these reports (informal data exchange). Baseline data will be gathered at the start of each school year for comparison and to chart growth and progress. The evaluation plan provides for both formative and summative evaluation of both quantitative and qualitative data. The district has a data management system that will be used to track progress in the areas of academic achievement, behavior and attendance. The evaluator will review reports including: attendance; hours of operation; weekly schedules; timesheets; professional development plans; safety plans and procedures; and budgetary/fiscal reports to further ensure that the project is carried out as intended while meeting goals and objectives. Quarterly progress reports (QPRs) will present preliminary findings and summarize perceived data analysis trends. This, combined with consistent data analysis and review, and a commitment to a data-driven project approach will ensure that the project achieves its intended goals and objectives. As noted, an Advisory Council will play a leading role in reviewing performance feedback. When performance feedback reveals that in comparison to identified goals, objectives and outcomes are not being met; deficiencies or shortfalls will be noted with the Council providing suggestions for refining, strengthening and improving the project approach as appropriate. The evaluator will ensure compliance with all reporting requirements. QPRs will be sent home to parents of all participating students (paper with the option to receive by email) and posted on the district and school websites to share information with the public.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the school-year, all 21st CCLC activities will take place during the after school hours for 2.5 hours per day, 5 days per week. During the summer, the program will take place from 8:30 AM to 12:30 PM four days a week for six weeks. Activities to be funded include academic support and enrichment activities for students (funded resources include teachers, supplies, professional development, evaluation, data collection and transportation) and family activities (funded resources include teachers and supplies). All 21st CCLC funding will supplement, not supplant any local, state or federal funding sources. Funded activities will **complement, not duplicate existing services and supports**. In addition to the academic activities described below under Statutory Requirement 3, all 21st CCLC students will participate in daily, structured, fun and engaging, age-appropriate enrichment activities. Students will be placed in enrichment activities that are aligned to individual needs or interests. As noted, enrichment activities will include (but are not limited to): arts-based activities, music, dance, movement, organized games, organized physical activities, virtual field trips, career investigation, Service Learning and structured activities that support the development of self-responsibility, among others. All enrichment activities are designed to provide positive social, cultural, recreational, interpersonal skills and experiences to enrich and expand students' understanding of life and involvement in community. IEPs will be reviewed twice each year to monitor student progress and adjust as necessary. Students participating during the school year will be provided bus transportation home. Summer programming will include both to- and from- transportation. Buses will depart 10 minutes after the program ends during the school year and 12:30 PM during the summer sessions (earlier during a weather emergency or other emergency). The last student should be dropped off safely at home within 60 minutes of school bus departure. 21st CCLC staff will supervise bus loading and unloading, using a checklist to ensure that no students are left behind. Parents must provide written authorization for any travel changes. All bus drivers are licensed and are provided with a student roster, authorized drop-off address, emergency contacts and information regarding student health issues (if any). Students are assigned to buses based on their home address and will be dropped off at assigned bus stops (same as regular day school). Bus transportation will adhere to district policies and be in compliance with the National Highway Safety Administration guidelines, including background checks.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Regular, purposeful communication with project stakeholders (e.g., parents, project partners, school personnel, etc.) is an integral part of our program approach. First, the 21st CCLC program will be promoted to students, parents and the community via press releases distributed to local print and electronic media outlets (e.g., newspapers, radio, and television). The program will also be promoted electronically via the district website, emails and social media (Facebook and Twitter). The social media pages will be updated at least twice each week. The Facebook page in particular, will serve as an interactive forum through which parents, students and 21st CCLC personnel can interact. The Program Director will moderate all conversations to ensure that all posted messages and content are appropriate, non-derogatory and appropriate for readers of all ages. In addition, program information will be disseminated at homeroom, during school assemblies and school events (e.g., back-to-school nights, parent-teacher conferences, etc.) as well as via the school newsletter and take home materials. Parents and community stakeholders will be provided with quarterly updates via an electronic newsletter (PDF), which will also be distributed to students to take home. To meet the needs of Limited English Proficiency (LEP) students and families, all materials will be available in both English and Spanish.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For up to 90 minutes each day, students will engage in one-on-one and small group (no more than six children per group) tutoring and homework assistance sessions that will address weaknesses in core academic subjects as identified by standardized assessments, teachers' notes and parental input. These activities will reinforce school-day curriculum. Groups of students will be arranged according to areas of need based on assessment results from school-day curriculum. Tutoring and homework assistance will focus on core academic areas of Reading, English Language Arts and Mathematics. Students who continue to struggle after participating in small group tutoring will be targeted for one-on-one tutoring and/or homework. To support struggling readers, strategies will include: re-reading to build fluency, partnering struggling students with more skilled students to build fluency, reinforcing school-day reading curriculum by teaching decoding skills and word comprehension skills to assist in building fluency, and pleasure reading aloud and storytelling to build fluency. Students will also have daily opportunities to engage in self-directed learning using proven, evidence-based programs such as I-Station, Think Through Math, Reading Plus, Moby Max, Eduphoria, Lexia, Accelerated Reader and Lonestar Math. These programs are based on a Blended Learning model, through which students take responsibility to construct meaning and confirm understanding through active participation—an approach that has been empirically proven effective. As learning becomes increasingly digital, ready access to electronic educational resources is critical to student success. Modern technologies enable students to engage in real-time collaboration with teachers and their peers while offering unprecedented opportunities to participate in virtual, inquiry-oriented learning labs and activities. These interactive opportunities support individualized, targeted learning that engages learners of every type, including students with special needs, struggling learners and those at-risk of academic failure. Strategies to support LEP students will include: precision partnering; multisensory instruction; simulations; role playing; visual aids; and oral presentations; among others.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Colorado ISD intends to leverage multiple programs to support the delivery of high quality programming for our 21st CCLC afterschool initiative. Details about these coordination efforts are provided below.

Program	How it supports 21 st CCLC	Value
Title I (Federal)	Title I funds will support the cost of tutors to assist certified teachers and teachers' aides in curriculum delivery and maintain staff-to-student ratios; Title I funds will also pay for snacks and support student transportation costs as well	\$10,000
Title II (Federal)	Title II funds will support additional professional development and training for 21 st CCLC teachers and teachers' aides	\$10,000
Colorado Career Academy (Federal)	Colorado ISD was awarded a \$3.5 million Youth Career Connect grant. Youth participants in the Colorado Career Academy will give monthly presentations to youth in the Middle School 21 st CCLC program to introduce them to the program and encourage them to participate in high growth career opportunity studies (e.g., STEM, etc.) to improve their college- and career-readiness.	\$10,000
Senior Citizen & Lions Club Volunteers	We anticipate logging approximately 20 volunteer hours per site/per week, with an estimated value of \$20 per hour (20 x \$20/hour x 35 weeks x 3 sites)	\$42,000

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Colorado City ISD 21st CCLC afterschool initiative is built upon the principles of effectiveness in that:

i) High quality programming was developed based on a thorough **assessment of objective data** (e.g. TAPR reports, STAAR scores, attendance data, behavioral data, socioeconomic data, community resource inventory, etc.) regarding the need for afterschool programming; **The program is based upon an established set of performance measures** (e.g., STAAR scores, promotion rates, attendance, disciplinary referrals, etc.). The evaluation plan outlined in this proposal is based upon regular assessments of performance measures that will be used to determine the degree to which goals and objectives are achieved. Moreover, the evaluation plan supports a process of continuous improvement;

Research-based approaches: All of the strategies that comprise our 21st CCLC afterschool initiative are evidence-based and proven effective. For instance, research has shown that individualized, structured tutoring support can demonstrably and sustainably improve children's academic achievement as evidenced by a meta-analysis (Topping and Whitley, 2000, Houge, et. al 2008) of 65 studies that found positive achievement effects across all of the studies. Similarly, research also supports self-directed learning. Students with cognitive and learning disabilities who were taught the fundamentals of self-determination were more likely to access mainstream curricula and achieve their academic and other goals, according to new research (2013) undertaken by the University of Illinois (<http://news.illinois.edu>). In addition, strategies to support struggling readers incorporate the five components of effective reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency and reading comprehension). Likewise, Enrichment activities will be based on the Five C's model of positive youth development (competence; confidence; connection; character; caring or compassion), which has been empirically shown (Bowers, et.al 2010) to be effective at improving students' social and behavioral outcomes. Lastly, our proposed 21st CCLC program includes a **comprehensive framework through which project leaders will accurately and objectively monitor project performance**. As such, the local evaluation plan includes both formative and summative components and will track and report both quantitative and qualitative data including (but not limited to): daily attendance (afterschool program); monthly attendance rates (school-wide); behavioral and disciplinary incidents (school-wide); academic performance (afterschool program and school-wide); attendance at family events; and teacher, student, administrator, parent/guardian and community partner perceptions of the program's impact. Data will be collected monthly and analyzed/summarized and presented in comprehensive Quarterly Progress Reports (QPRs), which will provide project leadership with opportunities to assess the program's progress towards achieving the intended goals and objectives, as well as to provide suggestions for refining, strengthening and improving the project approach as appropriate.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **XX Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

To assist in planning and implementing our 21st CCLC initiative, Colorado City ISD has enlisted the support of the Lions Club (a local community-based organization), the Wallace Senior Citizens Center and Colorado City. Letters of support and commitment are attached. The Lions Club and Senior Citizens Center will serve as sources of adult volunteers (including senior citizens) to facilitate enrichment activities such as arts and crafts projects, story telling, reading groups, physical activities and more. All volunteers must complete a satisfactory background check (including fingerprinting) and must attend a mandatory two-hour safety and orientation training session. Project partners will also assist in promoting the 21st CCLC initiative to the community and engaging/leveraging additional community resources wherever possible. Additionally, through our partnerships with the City, 21st CCLC students in grades 5 through 8 will have opportunities to participate in **Service Learning** projects. Just one example under discussion with the City is a recycling-focused service learning project (plastics and aluminum), through which students will learn about the recycling process, the benefits of recycling, how it benefits the community and new products that can be manufactured from recycled materials, among others. Our 21st CCLC students will also have opportunities to support local parks through Service Learning activities. Different Service Learning opportunities will be offered each summer (students will have the option of choosing between two each summer). The Service Learning component will integrate meaningful community service (collecting recyclables, helping to clean up parks, etc.) with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen the community. The service learning component will utilize a project-based learning (PBL) approach. PBL provides complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that include teacher facilitation, but not direction.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the assistance of \$303,468 in 21st CCLC funds in year one, Colorado ISD will provide structured 21st CCLC afterschool programming for students in Grades K-8 attending Colorado ISD. This program will allow approximately 200 at-risk children each year to receive the targeted academic support and intervention they need to succeed academically and opportunities to participate in healthy, fun, engaging, supervised enrichment activities. To reinforce learning in core academic subjects, students will have daily opportunities to engage in one-on-one and small group (no more than six children per group) tutoring and homework assistance sessions that will address weaknesses in core academic subjects as identified by standardized assessments, teachers' notes and parental input. These activities will reinforce school-day curriculum. Groups of students will be arranged according to areas of need based on assessment results from school-day curriculum. Tutoring and homework assistance will focus on core academic areas of Reading, Writing and Mathematics. Students who continue to struggle after participating in small group tutoring will be targeted for one-on-one tutoring and/or homework assistance. Our youngest learners (Grades K-4) will benefit from participating in activities that improve literacy/reading skills and support positive youth development. These evidence-based activities include reading and mathematics support programming targeted to individual needs. For all students, Individual Education Plans and the ongoing assessment of data will support monitoring student progress while allowing educators to make adjustments as necessary. The program will also provide monthly activities to improve family literacy and encourage parental involvement in their children's education. Quarterly family-focused events will provide students' opportunities to demonstrate what they have learned through the 21st CCLC afterschool program to their parents, families, friends and the community. These events will also feature speakers and activities that encourage families to learn and grow together. All 21st CCLC program activities have been selected based on their ability to address the identified academic, social and enrichment needs of the targeted students and their parents. We will also host bi-monthly Family Literacy activities to support and encourage parents and families to improve their literacy skills together.

To meet the needs of the community, programming will be offered on a **reliable, daily schedule** – providing a safe and supervised place for children to be during the critical after school hours when parents are still working and children are typically alone. The program will be **academically focused to support scholastic growth** – a crucial element for our learners struggling to meet proficiency. Aligned to classroom learning, but delivered in the after school setting, activities will feature **authentic, hands-on learning** and ongoing opportunities for **horizon-widening enrichment** – programs that are simply not offered in our small, rural community. Further, the program will bring a **Family Engagement Specialist** to our community – a desperately needed resource. The FES will work directly with our high-need families – who struggle to overcome under-education and extreme poverty – providing them the support and direction they need to promote increased academic and social outcomes for their children at home.

Resources are scarce in our community, however Colorado ISD will leverage all available opportunities to enhance outcomes for our youth. Programming will be held at our school campuses, enabling full access to: classrooms, the gymnasium, the auditorium, computer labs, the art room, science labs, the cafeteria, the school library, and safe outdoor play spaces. Volunteers will be recruited from the Lions Club, and the Senior Citizens Center. Formal partnerships have been established with each.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our program is based on the outcomes of comprehensive research into best practices that have proven successful in peer districts across the country. As such, the 21st CCLC approach described in this proposal is: a) based on the needs of our students as identified through the assessment process; and b) developed using curricula and approaches that are founded in Scientifically-Based Research and have been proven effective in achieving the desired goals and objectives. As an example, tutoring and homework assistance: Research has shown that tutoring programs can improve children's reading skills. For instance, a meta-analysis of 65 studies found positive achievement effects across all of the studies (Topping and Whiting, 2013). Our project will also utilize the computer-based programs such as I-Station, Think Through Math, Reading Plus, Moby Max, Eduphoria, Lexia, Accelerated Reader and Lonestar Math each of which is a research-based program containing enrichment and intervention activities for struggling students to bridge the gap for math and language arts topics at their own pace. The curriculum is computer and print-based and correlates with Texas standards. The curriculum is individualized, and it tracks mastery of the skills taught. Our program will use these programs to provide additional support and ensure academic success, combining student enrichment, technology, and parental involvement components. **Enrichment activities:** We will offer a variety of enrichment opportunities for students, including arts-based activities, which have been shown to have a positive impact on students. Research demonstrates that exposure to the arts improves creativity, self-esteem and overall capacity for learning, while decreasing behavioral incidents (Gerber & Stacey, 2012). Other enrichment activities that are part of our approach are also based on SBR--middle school students reported increased self-esteem and fewer behavioral problems after engaging in service-learning (Switzer, Simmons & Wang, 2013). Virtual Field Trips (VFTs): VFTs engage young people in hands-on learning that help them pursue their interests, broaden their learning, and expand their non-cognitive skills, including teamwork; creativity; ethics; resilience; curiosity; time management. **Family involvement:** Decades of research show that parental involvement improves academic performance, school attendance, increases motivation, and reduces disciplinary incidents (Michigan Department of Education study, 2012). This will be supported by our regularly scheduled family involvement events.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Colorado ISD has secured the support and commitment of two organizations to provide qualified senior citizen volunteers to support our 21st CCLC initiative: The Lions Club and the Senior Citizens Center. As indicated in the attached letters of commitment, both organizations will promote the 21st CCLC afterschool initiative to their constituents and recruit suitably qualified senior citizens to volunteer their time in support of the program. Prior to volunteering with the children, all volunteers will be required to pass a thorough background screening, including a fingerprint check. In addition, all volunteers will be required to participate in a mandatory orientation and safety session prior to participation. All senior citizen volunteers will fill out an in-depth questionnaire that will provide an outline of their skills, backgrounds, talents, areas of expertise and interests. Afterwards, each senior citizen volunteer will coordinate the specific activities that he or she will facilitate (as well as the schedule) with each site's Site Coordinator. Volunteers will be asked (but not required) to commit to a minimum of one full year of service. The Site Coordinator will track volunteer hours and activities and include this information as part of the monthly reporting process. All senior volunteers will be required to meet with the Site Coordinator monthly. Senior citizen volunteers will be invited to participate in any professional development and training activities relevant to their particular areas of expertise.

Once they have been screened, assessed and trained, senior citizen volunteers will facilitate activities including (but not limited to): homework assistance; storytelling; reading activities; tutoring (retired teachers only); arts and crafts projects; organized games; organized physical activities; self-responsibility activities; Service Learning projects; career activities; music, dance and drama, and more.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

× **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Colorado ISD and its project partners are fully committed to sustaining this 21st CCLC initiative beyond the grant-funded project period. Toward that end, as previously noted, we have outlined a preliminary plan for securing the future of the initiative for years to come. In order to seek additional funding investments. A representative annual sustainability timeline is as follows: Year one, quarter one: finalize 21st CCLC sustainability budget and identify potential local, state and federal funding sources; Year one quarter two: finalize strategies, action items and timelines for approaching each identified source of funds; present Sustainability Plan to Advisory Council for review and comment; Year one quarter four: update Sustainability Plan and present to Advisory Council for review and comment; Year two: begin approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve; Year three: continue approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve; Year four: continue approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve. The Colorado City ISD School Board fully supports sustainment of this initiative. Their commitment to its sustainment is demonstrated in the attached letters. The Board will support sustainability by providing representation on the Advisory Council and by identifying additional community support resources and engaging these resources as appropriate (e.g., seeking additional commitments of time, resources, financial donations, etc.).

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous feedback and involvement from community stakeholders will occur through two strategies: 1) a 21st CCLC Project Advisory Council; and 2) an annual community survey.

The 21st CCLC Advisory Council will be a sub-committee of each school-level Campus Advisory Committee (CAC). The Advisory Council will play an active role in implementation and sustainment of 21st CCLC project activities while serving as a means to seek continuous feedback and involvement from community stakeholders. The Council will be comprised of the Program Director, Family Engagement Specialist, Site Coordinators from each 21st CCLC site, each school's principal, 21st CCLC and classroom teachers, administrators, guidance counselors, parents and representatives from each school's Campus Advisory Council and community partners. The full council will meet monthly. School-based team members (e.g., principals, teachers, Program Director, FES, etc.) will meet monthly. The FES will meet with the Program Director, teachers and the school principals weekly. Appropriate documentation for all meetings (e.g., sign-in sheets, minutes, meeting agenda) will be kept. The purpose of the Advisory Council is to provide input, feedback and guidance, assist in promoting the program as well as assist in identifying, engaging and leveraging additional community resources wherever possible. Council members will also review assessment and feedback data, using this information to make suggestions for refining, strengthening and improving the project approach. Lastly, council members will assist in developing, reviewing, updating and carrying out the 21st CCLC Sustainability Plan. In addition, the evaluator will administer a qualitative survey, modeled after the Hawaii Department of Education School Quality Survey (SQS), which asks teachers, students, parents, administrative office staff, and instructional support staff for their opinions within nine dimensions or programming. Results from these assessments (as well as performance feedback) will result in systemic change through a process of continuous improvement.

Stakeholders that were involved in planning our 21st CCLC program include: Colorado ISD teachers, administrators, support personnel, students, and members of the Campus Advisory Council (which includes parents). Additional community stakeholders involved include the Lions Club and the Senior Citizens Center.

Community stakeholders will support program awareness by promoting the 21st CCLC initiative in their places of work (wherever appropriate) and to other community groups with which they are involved. A key role of Council members will be to identify and engage additional community resources wherever appropriate. As indicated throughout this proposal Council members will review performance feedback monthly, providing suggestions for refining, strengthening and improving the project approach as appropriate. They will also play an active role in sustaining the project by developing and carrying out fund raising strategies (e.g., bake sales, etc.) and soliciting donations of goods, services and volunteers.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Colorado ISD intends to hire a full-time (1 FTE) Program Director to oversee the 21st CCLC initiative and ensure that all high quality programming is carried out as specified, on-time and within the budget outlined. In addition, he or she will ensure compliance with all grant program guidelines and requirements. The Program Director will report to the campus administrator. The Program Director will meet with the campus administrator weekly and will maintain weekly communication with the 21st CCLC site, which will include site visits, walk-throughs and structured observations. Each site will have a designated Site Coordinator (a certified teacher) to oversee school-level implementation. An Advisory Council will play an active role in implementation and sustainment of 21st CCLC project activities. The Council will be comprised of the Program Director, Family Engagement Specialist, each school's 21st CCLC Site Coordinator (a lead teacher), principal, 21st CCLC and classroom teachers, administrators, guidance counselors, parents and representatives from community partners. The full council will meet monthly. School-based team members (e.g., principals, teachers, Program Director, FES, etc.) will meet monthly. The FES will meet with the Program Director, teachers and the school principals weekly. Appropriate documentation for all meetings (e.g., sign-in sheets, minutes, meeting agenda) will be kept. The purpose of the Advisory Council is to provide input, feedback and guidance, assist in promoting the program as well as assisting in identifying, engaging and leveraging additional community resources wherever possible. Council members will also review assessment and feedback data, using this information to make suggestions for refining, strengthening and improving the project approach. Lastly, council members will assist in developing, reviewing, updating and carrying out the 21st CCLC Sustainability Plan. We have developed a comprehensive professional development plan to ensure that all staff and volunteers are equipped with the skills and knowledge they need to ensure the success of our 21st CCLC initiative. In addition to all TEA-required trainings and workshops, all teachers, support personnel and volunteers will be required to participate in a mandatory 3-hour introductory session, which will cover program basics, including safety. All 21st CCLC teachers and support personnel will participate in an additional 16 hours of professional development each year. Topics below were chosen based on feedback obtained through the needs assessment process, which revealed that Colorado ISD teachers are interested in learning more about: evidence-based strategies for engaging at-risk students; effective use of technology in the classroom; project-based and inquiry-oriented learning activities to engage students; using data to drive classroom decision-making; and strategies for engaging parents. Post-participation surveys will be administered to determine effectiveness of professional development. Resources that will support professional development include space, computers, training materials, evaluation and administrative support, as well as the extensive needs assessment that has already been undertaken. An annual survey will be used to identify additional training needs and assess the degree to which trainings are addressing needs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Colorado PreK-8 Facility

9 digit campus ID# 168901041

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12) K-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 200

Number of Adults (parent/ legal guardians only) to be served: 0

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 168-901			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person:
--	--

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID:		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Colorado City ISD maintains extensive academic and behavioral performance data for each and every student. Students are tested in September, March, April, May and June. Data routinely collected and tracked for each student includes: STAAR; TPRI Report; TELPAS, results on standardized assessments built in to computerized, self-directed learning activities (e.g., Accelerated Reader, etc.); report cards; Individual Education Plan (IEP) progress; teachers' notes; attendance data; behavioral reports; guidance counselor notes and disciplinary reports.

These data sources will be reviewed each August and December, with those students being identified as: 'at-risk' of academic failure or those struggling academically (as measured by performance on standardized assessments) and students with disciplinary placement issues being invited to participate (letter mailed to the home with a follow-up phone call). However, students will be able to join the program at any time during the school year, providing there is at least 30 days remaining in the program session. Upon signing up for the program each student—in collaboration with 21st CCLC program staff—will develop an 21st CCLC Individual Education Plan that outlines: 1) academic areas where students are having difficulty; 2) specific concepts or topics that are presenting difficulty; 3) learning styles of each student; 4) other areas that may need to be addressed; and 5) student interest in enrichment activities (e.g., music versus sports, etc.).

Our strategies for retaining students in the program will focus on providing students with highly targeted academic interventions that engage the student as an active learner along with a variety of enjoyable, age-appropriate creative and healthy supervised activities (e.g., arts, dance, games, sports, etc.). A comprehensive evaluation plan will allow for continuous review of performance feedback in order to ensure that programming is meeting the unique, individual needs and interests of **each and every student** participating in our 21st CCLC afterschool program. In addition, our approach includes strategies for engaging families and encouraging them to become involved in their children's education.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will be offered for 35 weeks (beginning August 29, 2016 and ending May 27, 2017) during the school year, Mondays through Thursdays from 3 to 5:30PM and for six weeks during the summer months (June 6 through July 22), Mondays through Thursdays from 8:30 AM to 12:30 PM. Staffing will include Certified Teachers and Aides.

Daily schedule**School year program**

Time	Monday	Tuesday	Wednesday	Thursday
3:00 – 4:00	Academic enrichment (groups will alternate between computerized learning interventions, small group and one-on-one tutoring)			
4:00 – 4:30	Academic enrichment; healthy snack	Student selection of organized enrichment activities, one-on-one tutoring and self-paced instruction; healthy snack	Academic enrichment; healthy snack	Student selection of organized enrichment activities, one-on-one tutoring and self-paced instruction; healthy snack
4:30 – 5:30	Student choice of enrichment activities; free time; self-paced instruction		Organized enrichment activities; free time; self-paced instruction	

Summer program

8:30 – 10:30	Academic enrichment (groups will alternate between computerized learning interventions, small group and one-on-one tutoring)
Noon – 12:30	District-provided lunch
10:30 – 12:00	Activities will vary from day to day and will include self-paced instruction, small group and one-on-one tutoring, organized on-site activities
12:30 – 12:40	Load busses

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Colorado ISD 21st CCLC learning environment is designed to be inviting and inclusive for all students, including those with special needs or disabilities. The 21st CCLC sites is fully accessible and when necessary, activities will be modified to accommodate students with special needs. All school sites are in full compliance with the district School Safety Plan, which covers: Fire Drills and Evacuation Routes; Severe Weather Alerts; a Crisis Management Plan; an Emergency Intruder Plan; and Illness, Injury and Accident Plans. At least one on-site staff member will have ready access to a mobile phone at all times. All doors will remain locked with the exception of those that are required to remain unlocked for safety reasons. Access is restricted to authorized persons. Safety plans are located in the main office of the school. Safety drills are conducted at regular intervals. Staff must review the plan annually. Students are supervised at all times. Project staff will be informed about plans during regular meetings and on-site postings. Parents and students will be informed about safety policies and procedures in the program brochure (which must be read and signed by parents). The district has written protocols in place to ensure appropriate staffing. All project personnel and volunteers are required to pass thorough background checks, including fingerprinting. All persons entering the 21st CCLC center must sign in upon entering the building and sign-out upon leaving (including students). Student roll-call is taken at the start and end of each session. Enrolled 21st CCLC students who are not present are cross-checked against the day school attendance list. Should a discrepancy be noted, parents are contacted immediately as are key district school safety personnel.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Close coordination with classroom teachers and ongoing student-level data monitoring through the district database will ensure that 21st CCLC activities build upon school-day curriculum and that academic support is personalized and relevant to the strengths and weaknesses of each student. Each participating student will have a personalized **Individual 21st CCLC Learning Plan (21stCCLC-ILP)**. The ILP will ensure that all learning activities are targeted to the unique needs of each student and aligned to—and complement, not duplicate—curriculum and lessons in the regular school day classroom. 21st CCLC teachers will prepare weekly activity summaries that will be shared with regular classroom teachers on a weekly basis. The Project Director will communicate with regular classroom teachers each week with classroom teachers and 21st CCLC teachers meeting each month. The monthly meetings will focus on aligning classroom curriculum with 21st CCLC programming. The goal of these meetings will be to ensure that 21st CCLC lesson plans build upon and complement school-day curriculum, not duplicate it.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Colorado ISD 21st CCLC initiative will maintain a staff-to-student ratio of no more than 1:15, which is aligned to national recommendations as determined by the U.S. Department of Education.

As indicated throughout this proposal, Colorado ISD is proposing a data- and assessment-driven approach toward ensuring that the **individual needs are met** through academic interventions and supports and enrichment activities. Based on the outcome of the STAAR and other relevant data, each participating 21st CCLC student will have an Individual Education Plan that includes specific academic and behavioral goals and objectives. Each IEP will be collaboratively developed with input from students, teachers and guidance counselors. During the enrollment process parents will also have the opportunity to indicate special needs, issues or interests of their children. This information—along with information and feedback gathered directly from each student, will drive the development of the IEP. Based on this IEP, students will have daily opportunities to engage in one-on-one and small group (no more than six children per group) tutoring and homework assistance sessions that will address weaknesses in core academic subjects as identified by the standardized assessments, teachers' notes and parental input. These activities will reinforce school-day curriculum. Groups of students will be arranged according to areas of need based on assessment results from school-day curriculum. Tutoring and homework assistance will focus on core academic areas of Reading, Writing and Mathematics. Students who continue to struggle after participating in small group tutoring will be targeted for one-on-one tutoring and/or homework assistance. All enrichment programming will be delivered through high-yield learning activities – providing tangible links between classroom learning and the "real world." This will provide strong motivation for students to focus on their academics in the classroom, and enable high-risk students to form lasting connections to their school and program staff.

All campus facilities are fully accessible to students that may have mobility challenges.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to the fact that we anticipate serving approximately 200 students each year, Colorado ISD intends to hire a part-time Family Engagement Specialist to coordinate communication and engagement of participating students' parents and families. The position will be posted on the Colorado ISD internal job board and offered to existing personnel prior to public posting. As noted, the FES must be a degreed professional, experienced in working with socioeconomically disadvantaged underperforming students and their families. The FES will serve as a key member of the Project Advisory Council and will report to the Program Director. To facilitate coordination and communication, the FES will meet with the Program Director and Site Coordinators weekly and will also maintain weekly communication with other 21st CCLC personnel at each center. The FES will be responsible for facilitating all family engagement activities and will maintain logs documenting family communication for each participating student (21st CCLC teachers will be required to document all communication with parents). As a member of the Advisory Council, the FES will coordinate implementation of family engagement activities with all other Council members, which includes key school- and 21st CCLC personnel. The FES will lead bi-monthly literacy-focused family activities. Family Literacy Nights will take place on the first Monday of every other month. This two-hour event will include access to the school library, and discussions on best practices for families to encourage strong literacy skills. Group activities will include literacy games, storytelling and more. In addition, once each quarter, each 21st CCLC center will host a family night during which students participating in the 21st CCLC program will have opportunities to demonstrate to their families and the community the many things they have learned through participation in the program. For example, students' art work will be on display, as will writing projects such as poems or short stories or other artistic endeavors (e.g., photography, music, dance, poetry readings, etc.). Colorado City ISD will support the costs of these events including staffing, security, supplies, space, and snacks.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Given that more than half of our students qualify for free and reduced lunch, and that ALL day care centers in our community have shut their doors, parents of all Colorado ISD students will receive a 21st CCLC program brochure in the mail (an electronic version will also be sent via email) prior to the start of the school year. The brochure will include a special section that discusses the importance and benefits of family participation in their children's education. Upon enrollment, parents will have to indicate that they have read and fully understand the parental/family involvement aspect of our 21st CCLC program. All parents will be required to attend at least one family event per year. As noted, the FES will maintain regular (weekly) communication with the Program Director and 21st CCLC personnel, tracking all communication with families. Each month, the FES will create a list of students' parents who have not communicated with 21st CCLC program personnel. The FES will then attempt to contact (email, phone and letter) these parents, tracking the efforts. Any parents that repeatedly ignore attempts at communication may receive a site visit to ensure that they understand the nature of the communication and the importance of their involvement in their children's education. Family engagement/communication percentages will be included in the quarterly progress reports (no individually-identifiable information will be included).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the 21st CCLC site, Colorado City ISD will offer bi-monthly literacy-focused family activities. The Family Literacy Nights will be held on the first Monday of every other month. These two-hour evening events will include an introduction to the school library, followed by discussions about strategies families can employ to boost student literacy, as well as group activities such as literacy games, storytelling and more. The Family Literacy events will be promoted via the schools' newsletters and websites, via email and at school-based activities including parent-teacher conferences, back-to-school nights and more. In addition, once each quarter, each 21st CCLC center will host a family night during which students participating in the 21st CCLC program will have opportunities to demonstrate to their families and the community the many things they have learned through participation in the program. For example, students' art works will be on display as will writing projects, such as poems or short stories or other artistic endeavors (e.g., photography, music, dance, poetry readings, etc.). Older students participating in the Service Learning component will have the opportunity to give presentations that discuss their service learning experiences and how they have helped them develop as an individual. All 21st CCLC students will be actively involved in the selection of the activities that take place at each event. Colorado City ISD will support the costs of these events including staffing, security, supplies, space, and snacks.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 168-901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 168-901		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 168-901		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: